

DOCUMENT RESUME

ED 133 857

EA 009 111

AUTHOR Chermouxamedov, S. Ch.
TITLE The Historical Development of Education in Uzbekistan. IIEP Seminar Paper: 12.
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
PUB DATE 75
NOTE 59p.; A contribution to the IIEP Seminar on "The Planning of Learning Arrangements of all Kinds for Local Communities" (December 9-17, 1974) ; For related documents, see EA 009 106-111 and EA 009 113-116; Some pages may be marginally legible due to print quality of original
AVAILABLE FROM IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Asian History; *Educational Development; *Educational History; Elementary Education; Higher Education; *Literacy Education; *Social History; Tables (Data)
IDENTIFIERS *USSR (Uzbekistan)
ABSTRACT The author provides a history of the development of educational programs in Uzbekistan, emphasizing the literacy programs. (IRT)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED133857

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL BY MICRO-
FICHE ONLY HAS BEEN GRANTED BY

UNESCO

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

IIEP seminar paper:

⑫

THE HISTORICAL DEVELOPMENT OF EDUCATION IN UZBEKISTAN

S. Ch. Cherniouxamedov

A contribution to the IIEP Seminar
on "The planning of learning
arrangements of all kinds for local
communities"

9 - 17 December 1974

INTERNATIONAL INSTITUTE
FOR EDUCATIONAL PLANNING
(established by Unesco)

7-9, rue Eugène-Delacroix, 75016 Paris

© Unesco 1975

EA 009 111

The opinions expressed in these papers are those of the authors and do not necessarily represent the views of the Institute or of Unesco.

Uzbekistan is a land of ancient culture. The history of its people, like that of other peoples in Central Asia, goes back into the mists of history. The world is well acquainted with the remarkable creations of its progressive thought and the monuments of culture raised by its eminent learned men, its poets and its architects.

A priceless contribution to world science and civilization was made by the eminent Central Asian mathematicians and astronomers Ulugbek and Fergani, the learned encyclopaedists Mohammed Farabi, Abu Raikham Biruni, Abu Ali ibi Sina and Mohammed ibi Musa Khoresmi. An honoured place is reserved in the history of the world's culture for the great poet and thinker Alishar Noboi.

Yet the ossified feudal system which prevailed for centuries and the plundering wars waged by the feudal barons and the Khans were a brake on the economic and cultural advance of the peoples of Central Asia and the priceless creations of the thinkers and learned men and those who strove for culture were not available to the toiling masses.

It is well known that Uzbekistan in the not distant past became a part of Turkestan and a backward colony of Czarist Russia. The Russian Czars had no interest in the political, economic and cultural advance of the nations on the outskirts of the empire and in every possible manner slowed up the development of the productive powers and national culture of the territory.

Education in Turkestan was in a most pitiful state.

On the subject of education in Czarist Russia, V.I. Lenin wrote in 1913 : "A country of such savagery where the popular masses are so robbed of education, enlightenment and knowledge - in Europe there is no such country apart from Russia", (1) an apt and complete description of the peoples living on the outskirts of the Russian Empire.

Until Central Asia became part of Russia, there were only the religious schools, the maktab and medresse, where for centuries the content and methods of teaching had remained practically unchanged.

Teaching in the maktab was so primitive that they cannot be called schools in the usual meaning of the word and as a rule those who had passed through the maktab rapidly forgot the meagre foundations of reading and writing which they had learned by rote.

(1) V.I. Lenin, Complete Collected Works, v. 23, page 127

The medresse, Mohammedan religious schools, were usually attended by an insignificant number of children who had completed a period in the maktab; these, for the most part, were the children of well-off parents, the representatives of the owning classes. Their "education" here proceeded in the same religious and dogmatic spirit as had imbued the maktab.

The well-tried method of "education" in the maktab and other religious schools was corporal punishment. This villainous system of education was a perfect reflection of the social order of the ruling classes.

After Central Asia became part of Russia, the Russian autocracy, in the pursuit of its classic purposes, described the following as the tasks of education in the territory :

- (1) Education was to be entirely directed to the defence of the interests of the autocracy.
- (2) Everything was to be done to awaken and develop in schoolchildren love of church, Czar and "mother-country".

At the same time, the union of Turkestan with Russia had an indisputably progressive significance which came to expression first and foremost in the fact that, whatever the will and wishes of the Czar, the peoples of Central Asia were now in contact with the Russian people and the Russian working class, a powerful revolutionary force, which promoted the growth of revolutionary awareness in the minds of the progressive sections of the Uzbek and other peoples of Central Asia for the struggle against the colonizers and local exploiters.

At the time of the 1913-1914 school year, there were in the territory of Turkestan 167 schools with 6,000 Russian and local children attending them. So insignificant a number could make no serious impact on the popular masses. In districts more or less remote from the centres "no traces of European culture were to be discerned"(1). Women, being entirely without rights, were almost completely illiterate.

Apart from the above-mentioned schools, the territory had a teacher's seminary, a trade school, a small railway-engineering school, a hydro-engineering school and a school for vine-growing and wine-making. In all these schools the number of those receiving tuition was not more than 500, and the representatives of local nationalities could literally be counted on the fingers of two hands. The young people of the territory at that time could not even dream of higher education.

(1) V.T. Kocharov, "History of National Education", Turkestan News, 1907, n° 78, published by "FAN", 1966, page 93.

The amount of funds allotted by the Russian Czars for the needs of education in the territory of Turkestan were meagre. It suffices to say that, in 1913, out of the whole budget of 21,300,000 roubles for the territory, only 4 per cent was expended on education, while approximately 65 per cent of the budget went on the upkeep of the military and police apparatus(1). In 1915, the amount of the budget was 44,570,399 roubles, of which military expenditure accounted for 73 per cent, the police and their informer services 14 per cent, various economic and administrative requirements 11 per cent, and the education of the masses only a little over 2 per cent (2).

The result of this "enlightened" policy on the part of the Czarist autocracy was that literacy among the peoples of Turkestan, according to figures of 1897, stood as follows : "for Tadzhiks 3 per cent, for the Uzbeks 1.6 per cent, for the Kazakhs 1 per cent, for the Turkmens 0.7 per cent and for the Kirghiz 0.6 per cent"(3).

Such in short was the condition of education in Uzbekistan in the past.

The great October Socialist Revolution, unleashing the material and spiritual forces of the peoples of our country, forever liberated the Uzbek people and the other peoples of our mother country from political, economic and nationalistic oppression, gave it unbounded room for the development of its national Statehood and created favourable conditions for great Socialist reforms in the field of economics and culture.

V.I. Lenin has taught us that for the consolidation of socialism "there must be a complete upheaval and a whole wide front of advance in cultural development for the whole of the popular masses"(4). Guided by what V.I. Lenin said, the Party launched a cultural revolution of an extent and depth and with form and content that fully met the requirements of the nations and nationalities of the country.

(1) S. Radghabov, "History of Soviet Education in Uzbekistan", Eastern Pravda, 17 July 1939, State Education Publishing House, 1957, page 11.

(2) The journal "Science and Education", n° 2, 1922, page 143.

(3) Central Asia in Figures, published by the Central-Asian State Plan, 1933, page 267.

(4) V.I. Lenin, Complete Collected Works, Volume 45, page 372.

V.I. Lenin took a deep interest in the life of the peoples of Central Asia. He paid particular attention to affording cultural and economic aid to the peoples of the East, as having been the most oppressed and backward during the Czarist period. Giving instructions in August 1921 to the Turkestan bureau of the Central Committee of the Russian Communist Party (Bolshevik) on questions of economic significance, V.I. Lenin says that "side by side with economic work there must be systematic and maximum care for the Mohammedan poor and their organisation and enlightenment.

"Such a policy can and must be evolved and consolidated (in a number of precisest directives).

"It must be an example for the whole of the East"(1).

Vladimir Ilyich goes on to say : "There will be a practical significance for the whole of Asia and for the colonies in the world, for thousands of millions of people, in the relationship between the Soviet Republic of workers and peasants and the peoples who in their weakness have suffered oppression hitherto". "I beg you", said V.I. Lenin in a letter to the Communist comrades of Turkestan, "to pay especial attention to this matter, to bend all your endeavours to establishing, by your example and your actions, comradely relationships with the peoples of Turkestan, to demonstrate to them by your actions the sincerity of our desire to root out all trace of Great-Russian imperialism in our selfless struggle with world imperialism.

The foundations of the education system in the Turkestan Republic were laid by the provisions of the Party programme adopted by the VIIIth Congress of the Russian Communist Party (Bolshevik), calling for schooling no longer to be a weapon of class domination by the bourgeoisie but a weapon for the complete wiping-out of the division of society into classes and the Communist rebirth of society ; for the introduction of free and compulsory general polytechnic education for all children of either sex up to the age of 17 ; for the full implementation of the principle of a single school for the children of the toiling masses with teaching in the children's maternal language and co-education ; unconditionally secular education forging a close link between education and socially productive work to train the members of Communist society and give them all-round abilities ; for the training of new squads of workers in education imbued with the ideas of Communism, etc.

(1) V.I. Lenin, Complete Collected Works, Vol. 35, page 442.

(2) V.I. Lenin, Complete Collected Works, Vol. 30, page 117.

Within the Turkestan People's Commissariat for Education, a Council of National Minorities was set up with the following national bureaux as members : Kazakh, Kirghiz, Uzbek, Tadghik, Tatar-Bashkir, native/European, Irano-Azerbaidzhanian, Ukrainian, Armenian, German and others. The Council brought to the fore the needs of the national minorities in the matter of education and promoted the development of cultural and educational work among them with due regard to the peculiar features of the life and culture of each nationality.

A mass of work for purposes of organisation was done on the spot. To take an example, the Andizhan Council for National Education, as early as the middle of 1918, took a number of steps for the organisation of schooling. The houses of rich citizens were confiscated to serve as school premises and institutional buildings of the town assembly and of the provincial administration, etc., were taken over.

In August 1918, six Russian seven-year schools, one nine-year school and one Armenian school were open and working in the new part of the town.

In the old part of the town, there were nine Uzbek and other non-Russian schools. A polytechnic was also opened. For this purpose the Andizhan Executive Committee allotted funds and nationalised a foundry and mechanical workshop which were privately-owned and requisitioned equipment from other privately-owned workshops. The technical school had foundry, forge, mechanical and agricultural sections. It was the realisation of the old dream of the people of Andizhan to have their own secondary technical school.

In the same year, 1918, the first school of music was opened in Andizhan and, in this manner, in the course of a couple of months, the Soviet authorities in Andizhan created two nursery schools, two children's homes, 13 non-Russian and seven Russian schools, a polytechnic and two schools of music. "In 1918, there was available in Andizhan three times as much schooling as had been created in all the 41 years of domination by the Czarist rulers"(1).

In August 1919, with the object of reviewing the work that had been done for the education of national minorities, of eliciting their requirements in the matter of education and drawing up a plan of educational work, an all-Russian Congress on the Education of Nationalities was held which came to occupy a significant place in the history of the provision of education for the nationalities.

(1) A. Ardashirov, The Struggle for the Soviet School in Andizhan (1917-1918). "(Typing error in the original) of the Andizhan Pedagogic Institute", 4th issue, 1957. "Notes on the History of National Education in Turkestan", published by the Academy of Pedagogic Sciences of the RSFSR, Moscow, 1960, page 420.

After the Congress, "Regulations for the organisation of education for peoples of non-Russian language" were adopted which provided for measures to be taken for improved training of teachers, the publishing of school-books, etc.

So far as schoolbooks were concerned, the first Soviet schools giving tuition in the languages of the peoples of Turkestan had to use some old editions. The publishing of new schoolbooks, even translations, ran into great difficulties not only because of the acute shortage of persons with literary capacities, but also because of the weak position of the Turkestan printing and publishing industry and the paper shortage. Nonetheless, a number of schoolbooks were printed, often by lithographic process using coloured paper, even wrapping paper or labels and advertisements left over in pre-revolutionary firms' warehouses.

At the same time, there began to appear a body of new translated and original literature in the Uzbek language, including a "First Geography", a translation from the Russian of Kruber's book, a textbook for teachers of physical geography ; a translation of Valishev's Tatar book of problems in arithmetic for the first two school years, and "A Piece of Nature" by T.N. Kara-Niyazov, a textbook for teachers.

In the same year, Uzbek ABC's were published at Tashkent and Samarkand and in Tashkent a Kazakh grammar was reprinted. The publishing of schoolbooks was in the hands of the People's Commissariat for Education, which brought out a journal under the title "Maorif" ("Education") in Uzbek. At the beginning of 1920, the Turkestan State Publishing House was founded. The first ABC's for illiterate adults were now being printed in Tashkent in the languages of the peoples of Central Asia, and this in considerable numbers : the Uzbek edition went to more than 100,000 copies and the Kazakh and Turkmen editions to some scores of thousands ; cut-out and wall ABCs and wall arithmetic tables were also brought out.

In 1924, a beginning was made of publishing Russian textbooks about the territory itself for adult schools, in the shape of "Turkestan and its neighbours, neighbours of the USSR", of which 3,000 copies were brought out, as well as 10,000 copies in Uzbek.

One of the measures designed to ease the teacher crisis was the decision of the Board of the Turkestan People's Committee for Education to start in Tashkent local six-month courses for teachers' training. The number was fixed at 200 and candidates were seconded as the education department saw fit. Identical short-term courses were started in Fergana, Andizhan, Kokand, Samarkand and other places in Turkestan.

On the whole, the forms and methods of training local teaching staffs were of varied type. The republic developed a wide network of training courses, schools and other educational establishments and the progressive section of the youth of the territory was drawn in.

The following figures have something to tell about rates achieved in teacher training. By 1 September 1920, 1,140 teachers had been trained under the system of short-term training courses and in all 1,522 persons of local origin had taken re-training courses(1).

The requirements for qualified teachers led, in 1920, to the founding of teacher training colleges of a new type, the institutes of national education. Seven of these were opened, taking in 1,145 students (2).

Thanks to the initiative of Vladimir Ilyich Lenin, the first institute of higher learning in Central Asia was founded at Tashkent in 1920, the Turkestan State University (now the V.I. Lenin Turkestan State University).

In that period of great difficulty for our country, when an end had not yet been made of military intervention and internal counter-revolution and the wounds dealt by imperialistic and civil war were not yet healed, on the orders of V.I. Lenin there came from the RSFSR to Tashkent about 200 scientific workers, professors, university readers and assistants to work in the newly-founded university, among them such great learned men as V.I. Romanovski, E.P. Korovin, A.S. Uklonski, S.A. Molchanov and others. They brought with them the necessary equipment and literature.

The university played an enormous part in the development of science, culture and education in Central Asia and in the training of the local intelligentsia, including the training of teachers for the New Soviet School and other workers in education.

On the initiative of V.I. Lenin, the Central Committee of the Russian Communist Party (Bolshevik) on 30 August 1923 decided on the setting-up, in the Central Executive Committee of the USSR, of a fund for cultural and educational purposes for the national republics and regions to ensure that the republics of Central Asia, as being the most backward in respect of culture, should be the first to be supplied with resources from the fund(3).

In the same year, 416,640 roubles (gold) were allotted to the Turkestan Republic from the fund ; this created the possibility of organising a further 348 aul and kishlak (village) schools, 34 boarding establishments and three model experimental schools(4).

(1) Central State Archives of the October Revolution, Uzbek SSR, 34.1.01209.98.

(2) op. cit, 9520.18.

(3) Central State Archives of the October Revolution, Uzbek SSR, 17.749.

(4) A.E. Ismailov, "Lenin and the Problems of Education", Mektep, Frunze, 1971, p.87.

Despite the difficult situation arising from the food crisis and widespread civil war in Central Asia, the Turkestan People's Commissariat for Education with the help of the Communist Party and the Soviet Government succeeded in the space of a year in achieving great successes.

In comparison with the end of 1917, the school network now had 855 more primary and secondary schools to show. The overall number of children attending school, compared with the pre-revolutionary period, had grown almost three times, the figure of 1916 being 54,775 and in 1919 154,346.

As a result of the huge funds allotted by the Government of the Turkestan Republic for purposes of instruction and education for children and the adult population, backed up by the broad politico-educational and explanatory work of the Party among the toiling masses of Central Asia, large numbers of children belonging to the indigenous nationalities of the Turkestan territory were being given schooling.

Side by side with so highly important a State activity in the field of cultural construction as the creation of the new trade school, there was the not less important political task of setting up other cultural and educational institutions, the wiping-out of illiteracy and next-to-illiteracy among the adult population and the emancipation of women. From the very earliest days of the revolution, the Soviet Government did everything possible to wipe out illiteracy.

The basis of mass work on the wiping-out of illiteracy was the decree of the Council of People's Commissars of 26 December 1919, signed by V.I. Lenin, and bearing the title of "On the wiping-out of illiteracy among the population of the RSFSR".

In accordance with this decree and for purposes of planned teaching of the illiterate population of the Turkestan Republic, in 1920 an Extraordinary Commission for the abolition of illiteracy was set up in the out-of-school department of the People's Commissariat for Education and this was followed by the setting-up of matching commissions in every region, province, volost and town in the Turkestan ASSR. The commissions were given the task of training the necessary number of teachers, bringing out textbooks, registering the illiterate and those capable of teaching reading and writing and other things involved in the rapidest possible wiping-out of illiteracy.

For the fight against illiteracy there was a mobilisation of Party, Soviet, Komsomol and other organisations in Soviet Turkestan. In 1921, courses were arranged for the training of teachers with 850 persons involved, as well as courses for instructors. Leaflets were printed and distributed, ABCs and a number of other textbooks were produced, lectures and discussions

were held and other measures taken among the population. In March 1921, the Government of the Republic decided to transfer the centre of gravity of the work on the wiping-out of illiteracy to the kishlaks and auls and to expand still further the work of seeking out reserves to be used in the fight for the wiping-out of illiteracy.

The Soviet Government gave women equal rights with men. All legal standards and laws of Czarist Russia which had perpetuated the oppression of women and their inequality of rights were abrogated. Women, like all workers, were given every opening for a broad participation in political, economic and cultural life and for the revelation and development of their creative powers and talents.

The putting into effect of the decrees and enactments of the Soviet Government on the emancipation of women in the conditions prevailing in Turkestan during the first years of Soviet power took place in conditions of extraordinary complexity given the tenacity of religious, feudal and patriarchal survivals.

Work on bringing women of local nationalities into Soviet construction was the business of the women's movement department of the Central Committee of the Communist Party of Turkestan which was set up in July 1919, to be later re-baptized the women workers' and poor peasants' department. With the help of Party and Soviet organisations and enthusiasts for the women's movement from the ranks of the progressive intelligentsia, it pursued a wide range of activity for enlightenment among women on the spot and carried on the struggle against feudal-kulak survivals in the attitude to women.

Great work on cultural enlightenment among women and on the wiping-out of illiteracy among them was done by women's clubs and women's "ugolki" (meeting corners).

Women's clubs increased in number from year to year and were started in the kishlaks where they played a big part in the work of cultural enlightenment among women. The clubs arranged day-nurseries and medical consultations for women and children, with schools for the wiping-out of illiteracy and sewing and other circles.

In the clubs, explanations were given to women on Soviet laws, the harm done by every-day prejudices and the conservative attitude of men to women, and women were helped to defend their rights.

A clear tale is told of the enormous amount of work done on the wiping-out of illiteracy by such facts as the following. Up the revolution, only two or three women in a thousand knew how to sign their names. In the Kitab volost, for instance, on the eve of the great October Socialist Revolution, out of

1,275 women only one knew how to read and write, in the Vabkent volost out of 1,399 also only one, while among 1,370 women in the Karakul volost there was not one who could read and write. Out of 23,221 women in the Narpai district of the Samarkand region, only 14 could do so.

In the first year of the existence of the Uzbek SSR 21 schools were opened for the wiping-out of illiteracy and 1,200 taught. Every year work on the expansion of the network of institutions for women's cultural enlightenment took on ever greater dimensions.

During the cultural campaigns, many special three- or four-month courses were organised in the kishlaks to teach people how to read and write. People came at the end of the working day, three or four times a week, four hours at a time. Teaching took various forms, individual, group and whole class. Under the individual method, a literate person worked with one illiterate, under the group method there were five or six learners and under the broadest form of teaching the whole class was taken together.

In the anti-illiteracy schools, teaching was in the local language and mainly on the basis of an ABC and the textbook "The New Kishlak". In addition, there was a cut-out ABC. The anti-illiteracy schools taught reading, writing, arithmetic, geography and natural sciences. The result was that those who finished the course could not only read and write and do sums, but also had an idea of their mother country, their republic, its population and the nature of the national economy.

Those attending the schools were inoculated with first notions of personal hygiene. They were told about the bringing-up of children and morality. In an agricultural place, teaching material was linked up with farming and in firms with technical and other special knowledge.

Privileges were granted to those who went to anti-illiteracy schools. They were let off work two hours before time and still got their full day's pay and were given textbooks and school supplies for nothing. Women attending anti-illiteracy schools were looked after first in travelling dispensaries and at medical consultations. Their children were at the head of the queue for nursery schools and kindergartens.

At the end of the course, final examinations were held, in a ceremonial atmosphere and premises festively decorated, and representatives of the staffs of the "cultural campaigns" and the district executive committees and others were present.

The republic organised a wide network of schools for the next-to-illiterate, for those who, for any reason, had not been able to finish their course in the anti-illiteracy school or, having done so, had forgotten what they had learnt. These schools provided a broader and deeper range of knowledge than the schools for the wiping-out of illiteracy.

For purposes of giving assistance on methods to schools for the wiping-out of illiteracy councils on scientific methods, headed by experienced teachers, were set up in the "Territorial Extraordinary Commission for the Struggle against Illiteracy", among the staffs of regional and town "cultural campaign" bodies and in regional and town commissions.

The Central Council on Scientific Methods did a great deal of work on the devising and sending-out of curricula and syllabuses and instructions on methods and dealt with questions connected with the publishing of schoolbooks.

The councils on scientific methods kept watch on the spot on the state of affairs in connection with wiping-out of illiteracy, consulting teachers and arranging lectures and seminars for teachers from the schools for the wiping-out of illiteracy for exchanges of information on their experiences.

Much attention was paid to questions connected with teaching methods. Textbooks on methods were put out in the form of separate brochures. Questions of forms and methods of teaching were gone into in the newspapers and journals of the republic, such as "Esh leninchi" (The Young Follower of Lenin), "Kambagal dekhkan" (Poor peasant), "Madani inkilob" (The Cultural Revolution) and "Maorif va ikituvchi" (Education and the Teacher). Highly coloured textbooks were brought out for the schools for the wiping-out of illiteracy. In theatres and cinemas, a report was made on the way the struggle against illiteracy was going was given before the beginning of the show or film.

The great work on the wiping-out of illiteracy and for the expansion of national education in the republic called for considerable amounts of funds. Notwithstanding the difficult economic situation the Soviet Government year by year increased the amount of resources provided for the needs of education.

In 1922, 3.5 million roubles were expended on education in Soviet Turkestan. In this connection, considerable assistance was received from public organisations. Industrial co-operative undertakings, the "Uzbekbrayashu" trading organisations, the "committees for the poor", the ploughmen's union organisation in villages and big undertakings in towns donated considerable sums for the wiping-out of illiteracy.

Cinemas, theatres and other places of entertainment on certain days organised performances in order to be able to give the proceeds to the fund for

the wiping-out of illiteracy. Factories sent the fund money from the sale of extra production on special Saturdays. In the country, they sowed special plots, harvested them and sent the receipts after selling to meet the needs of the fight against illiteracy.

In January 1924, the XIIth All-Turkestan Congress of Soviets was held. Those present heard a report from the People's Commissariat for Education and adopted a declaration to the workers of the republic in which it was said : "Dekhkiye ! The Soviet Government has been able to free you from the colonizers and give you land, with your help it can kill off a not lesser evil, illiteracy"(1). What was further said in this declaration : "Help by telling your Government, do not begrudge a few pounds of grain for the school and the teacher" reminds us what a difficult time the village school was having in those years when the economy of the country had hardly begun to rise again out of its state of dislocation. And in the next few years, the struggling peasants of the Tashkent region gave the cultural-campaign fund 70,000 roubles which they had got from harvesting additionally-sown plots of land.

Considering the strain on the State budget and the impossibility of voting the People's Commissariat for Education, anything over and above the fixed estimates the Government of the Republic took the most important decision to give a firm guarantee to release funds from the local budget, categorically forbid any retention of credits for the People's Commissariat for Education and give a wide measure of assistance to the schools by organising help for education.

In this way, in the very earliest years of the Soviet Government, the campaign for the wiping-out of illiteracy, led by the Party and the Government, assumed massive dimensions and embraced the whole territory, including the remotest districts. Remarkable successes were achieved in 1924 in connection with the expansion of the network of schools providing general education (see Table 1 in Annex). The majority of schools opened in those years were, however, primary schools. The number of second-level schools in the kishlaks could be counted literally on the fingers of two hands and the total number of those in the Republic attending them amounted to no more than a few hundred.

The year 1924 was an important one in the history of the peoples of Soviet Turkestan. In this year, thanks to the day-by-day care of the Communist Party and the Soviet Government and the personal care of V.I. Lenin, the workers of the Turkestan Republic with the enormous and detailed assistance of the great Russian people and other fraternal peoples achieved considerable

(1) "Turkestan Pravda", 1924, n° 14.

successes in the matter of State, economic and cultural construction. Favourable conditions were created in Turkestan for the delimitation of national-State boundaries and the setting-up of national Soviet republics.

Taking into account the desire of the peoples of Central Asia and guided by the Lenin policy on nationalities, the Central Committee of the Russian Communist Party (Bolshevik) on 12 June 1924 adopted a resolution on the delimitation of national-State boundaries in Central Asia and in September of the same year an extraordinary session of the Central Executive Committee of the Turkestan ASSR, followed by Congresses of the Bukharan and Khorezm People's Republics, passed matching resolutions relative to this most important matter.

The congress decisions stressed that the foremost tasks of the Communist Party of the Republic were the raising of the welfare standards of the workers and the struggle for the education of the peasant masses(1).

The great social and economic changes that have taken place in the Uzbek SSR since the drawing of the national State boundary, the successes in connection with industrialisation, the completion of the land and water reform and the first steps towards the co-operative system for agriculture created favourable conditions for the further expansion of industry and agriculture and the transformation of the Uzbek SSR into the principal source of cotton for the Soviet Union.

At the beginning of 1921, a count of illiterate trade-union members in the territory showed that of 20,000 miners, 8,200 or 41 per cent were illiterate, and that of 26,000 leather-dressers up to 65 per cent(2). To put an end to this state of affairs, there was a need for a further raising of the general cultural level of the population and the training of national cadres capable of heading the economic and cultural advance of the Republic and educating adults and the rising generation in the spirit of friendship between the peoples under the principle of Soviet patriotism and proletarian internationalism. The People's Commissariat for Education of the Uzbek SSR brought in a series of measures for school building, the wiping-out of illiteracy and the covering of the Republic with a wide network of cultural and educational institutions.

In 1926, two years later, as a result of the new measures, the number of schools for general education had increased by 445 and the number of children receiving schooling by 45,000 ; the number of kishlak schools had gone up by 412(3).

(1) First Congress of the Communist Party of Uzbekistan. Shorthand report. Tashkent, 1925, page 7.

(2) "Izbestiya" of the Turkestan Central Executive Committee, 20 March 1921.

(3) Successes in national education in the Uzbek SSR over a period of 40 years, p. 29, date from the Planning and Finance Department of the Ministry of Education of the Uzbek SSR.

Considerable help in connection with the wiping-out of illiteracy in the Republic was given by the public at large, including trade union, komsomol and other organisations. Voluntary societies for giving assistance to education sprang up.

The international society "Down with Illiteracy !", which was started at this time, was showing great activity and sections or, as they were then called, cells of the society organised schools for reading and writing and small meeting places for the wiping-out of illiteracy, giving the best pupils book prizes. The popular slogan of the time was : "Every literate person must teach one or two illiterates".

In country districts, priority for schooling was given to members of the komsomol, young men under military age and other young people, achieved by means of setting up at least one school for the wiping-out of illiteracy in each volost ; it was decided to establish a mobile school in every district for the nomadic population, to figure as a model experimental school. In the villages, the paragraph of the decree letting off those attending schools for the wiping-out of illiteracy for two hours at the end of the working day did not apply, and therefore the State granted them other privileges, namely the grant to poor peasants of loans at the time of sowing and the release of agricultural implements ; a man who had successfully completed a six-month course in reading and writing was first in line for these loans and this with extended terms for repayment.

With a view to giving instruction to still more illiterates, it was also decided to open hundreds of schools for the wiping-out of illiteracy, and on these went not less than half of trade-union funds for cultural purposes. The Government of the Republic, for instance, sanctioned the opening of 700 such schools for the wiping-out of illiteracy for the 1923-1924 school year and took over 350 of them as a charge on the State budget.

Nonetheless, despite undisputed successes in connection with the wiping-out of illiteracy in the Republic and the organisation of schooling, particularly in rural areas, there still remained big deficiencies.

The system of village primary schools at that period was to provide a three-year course of schooling but, in practice, for various reasons, it turned out to be a two-year course. This created chaos for continuity between primary and secondary schooling and acted as a brake on the development of second-level schools in rural areas.

In Uzbek rural areas in 1926, schools for young people of the peasant class were opened which were to abolish the deficiencies noted and meet the demands of agriculture for skilled workers. These schools, apart from teaching general subjects, paid great attention to bringing to their pupils' practical notice the ways in which rational farming methods are applied. For the acquisition of practical skills the pupils carried out, as part of their school-work, certain jobs on their parents' farms.

As each year passed, the Soviet Trade School gained ever-increasing influence among the population. Parents as a whole began to turn their backs on the schools using the old methods, and towards the end of the twenties these disappeared from the scene. By 1928, the Republic had 2,320 general education schools attended by 167,000 children, with girls of local nationalities accounting for 26.1 per cent of the total(1).

An important sign of progress at this time was the campaign led by the Party for the emancipation of women and the decisive attack on the yashmak. The campaign went by the name of Khudzhum ; the attack began in 1927 and the Khudzhum was active in bringing women into public life, into schools for the wiping-out of illiteracy and into the work being done in clubs and other cultural and educational institutions.

As a result of the Khudzhum campaign, approximately 100,000 women cast off their yashmaks and more than 200 circles for the wiping-out of illiteracy in women with family duties were founded, as well as 120 schools for the wiping-out of illiteracy which gave tuition to about 5,000 Uzbek women.

The new way of life being instituted in Uzbekistan created a need for a school for the training of skilled workers for various sectors of the national economy.

In 1924, the guidance of education affairs was entrusted to an academic centre set up in the Republic People's Commissariat for Education, which was to concern itself with work on the methods of formulating syllabuses and with scientific research. In 1927, the academic centre was replaced by the State Academic Council, with the corresponding sections continuing and being called upon to deal with questions connected with the methods of formulating syllabuses, and bring out new school books and literature on scientific methods.

At this time, it became quite clear what was to be the role of the Soviet Trade School in Uzbekistan : it was to become a polytechnic school. This created the need for biases for the trade school both in towns and rural

(1) T.N. Kara-Niyazov, Notes of the History of Culture in Soviet Uzbekistan, page 158.

areas but at the same time it was stipulated that the trade school with bias was not to be a mere reflection of the vocational school ; the school with bias was to give its pupils only a preliminary training for this or that practical activity.

At the same time, a definition was arrived at of a further sector of the Soviet trade school's activity, namely to face up better to the conditions for economic and cultural growth in Uzbekistan and the two sides of what was expected of the school were reflected in the school's curricula applied in the twenties.

In the five-year period from 1924-1929 inclusive, the number of schools in the Republic increased by more than three times and the numbers of those receiving schooling went up by 2.5 times(1). At the same time, there was a considerable increase in the number of co-educational schools.

The replacement, in 1929, of the Arabic alphabet by the Latin alphabet was of great significance for the more rapid advance of education and national culture in Uzbekistan ; the change-over meant that learning the language became considerably easier and it was of assistance in the improvement of Uzbek scientific terminology and for the solving of a number of disputed questions of spelling. At the same time, in order to make it possible for children and students of local nationality to gain admission to the institutes of higher learning of Uzbekistan and to find jobs in the industrial centres of the RSFSR and the other fraternal republics, a number of measures were taken in schools where tuition was being given in the Uzbek language with a view to improving the teaching of Russian.

Between 1924 and 1928 inclusive, the total number of teachers in the Republic went up from 2,748 to 6,308, an increase of 129.5 per cent, and if a comparison is made of the figures for teachers in Uzbek schools in the 1928-1929 school year with the figures for the numbers of teachers in colonial Turkestan at the time of the overthrow of the Czarist autocracy, it becomes clear what a colossal amount of work had been done in this field. In the first ten years of Soviet power, the number of teachers had increased nine times and yet the great increase in the number of seven-year schools required a considerable increase in the number of teachers.

(1) Data from the Planning and Finance Department of the Ministry of Education of the Uzbek SSR. Statistics on numbers of schools and pupils in the period 1924-1929.

The XVIth Congress of the Union Communist Party (Bolshevik), held in June and July 1930, having reviewed the progress of industrialisation and indicated what was now to be done for the further expansion of industry and Socialist reconstruction of agriculture, observed that the cultural revolution and the raising of the general cultural levels of the workers were an indispensable precondition for the further successful construction of socialism. The Congress decided on the introduction of universal compulsory primary education and the completion of the task of wiping out illiteracy, pointing out that the achievement of universal primary education and the wiping-out of illiteracy were to be the principal task of Party and Soviet organisations and of all members of the public during the period of the construction of socialism(1).

In accordance with the decisions of the XVIth Congress and the special resolution of the Central Executive Committee and the Council of People's Commissars of the USSR of 13 August 1930 on universal primary education and also in accordance with the decisions of the Vth Congress of the Communist Party of Uzbekistan, the Central Executive Committee and the Council of People's Commissars of the Uzbek SSR on 15 September 1930 adopted a resolution "on the introduction of universal compulsory primary education for children and young people in the Republic".

The Council of People's Commissars of the Uzbek SSR appointed a Republic Committee for Universal Primary Education with the task of co-ordinating the work of all Soviet, economic and public bodies in connection with the putting into effect of this resolution. The Committee accomplished a great deal of work on the planning of a network of schools for universal education, on providing them with teachers and school equipment and supplies, on the building of new schools and consolidating their material and financial resources.

The factory workers made a big contribution to the achievement of universal education by extending their patronage to schools for general education in kolkhozes and sovkhoses(2).

To create the best conditions for the education of children, a network of boarding schools was set up where children lived entirely at Government expense.

-
- (1) Communist Party of the Soviet Union and resolutions and decisions of congresses and conferences and plenary sessions of the Executive Committee, Part II, 1953, page 562.
 - (2) A. Khushvekov, History of Cultural Construction in Uzbekistan during the Years of the First Five-Year Plan, Samarkand, published by the Uzbek State University, 1959, pages 12-40.

The very great inflow of young teachers into the schools created a need to organise assistance for them in the matter of methods and also for more work on the raising of their qualifications.

As a result, in 1930, the Republic Institute for the Raising of the Qualifications of Primary-School Teachers was founded, to be subsequently reorganised as the Institute for the Raising of Qualifications of Staff Engaged in National Education.

Towards the middle of the thirties, teaching boards were founded in many towns and district centres ; these did a great deal of work on the study of school-children's level of knowledge, on the collation and dissemination of the progressive experience of the best teacher teams and individual teachers and in the matter of assistance to young teachers.

The Uzbek General State Institute for Scientific Research, founded in 1929, had already, by this time, done some work on the formulation of syllabuses and the production of textbooks for the Uzbek polytechnic trade schools. (Founded in 1929). This institute served as the foundation for the setting-up, in 1930, of the Uzbek Research Institute for the Advance of Culture. And the latter in turn served as the foundation for the setting-up, in 1934, of the Uzbek Institute for Pedagogic Research. This institute saw as its main activity the study of work that was being done in the schools and the dissemination of findings thereon, assistance to teachers in connection with methods and the production of textbooks on methods and teaching aids for the schools of the Republic.

Thanks to the activity of the Institute for Pedagogic Research and the Republic Institute for the Raising of Teachers' Qualifications, it was possible to enlist those skilled in the science of teaching for the guidance of teaching and educational work of schools in the matter of methods.

As a consequence of the successful execution of the First and Second Five-Year Plans and the vast social and cultural reforms carried out in the Republic, the advances in connection with universal primary education were consolidated and pre-conditions created for a considerable expansion of the network of seven-year and secondary schools and the consolidation of their material resources.

The VIIIth Congress of the Communist Party of Uzbekistan laid on Party organisations and the bodies concerned with education in the Republic, the duty of "bringing into the schools by the autumn of 1938 all children of school age, developing the struggle against the incidence of drop-out, particularly in the

case of girls, from the top classes ; of improving the work of primary and secondary schools by organising a constant control over the standards of teaching and educational work in the schools"(1).

In execution of the decisions of the Congress, the bodies concerned with education in the Republic considerably expanded the network of schools and brought the schools closer to the population. It was possible at the expense of closing down small schools, to establish a number of new large-size schools, which was of assistance to the correct utilisation of teaching staffs and school furnishings and equipment. At the same time, with the active participation of the public at large, a large number of children who had not previously been receiving schooling were brought into the schools and measures were taken for keeping up the numbers of children attending.

During the years of the First and Second Five-Year Plans, to take care of the increased rates of school building, the considerable achievements in connection with universal primary education and the further expansion of secondary education the amounts of funds voted for national education were considerably increased ; during the First Five-Year Plan, they amounted (at old prices) to 346 million roubles and in the Second they had risen to the level of 1,615.7 million roubles(2).

The seven-year and secondary schools were not genuine mass-education establishments providing schooling in the local language for the majority of the children of the local population both in towns and in the kishlaks.

During the 1937-1938 school year, the number of pupils in the schools of the Republic stood at more than 917,900. In comparison with the 1927-1928 school year, the number of Uzbek children receiving schooling had increased by 10.2 times, while the figure for Karakalpak children had gone up by 4.3 times and that for children of other local nationalities by 4.2 times(3).

The numbers of teachers had gone up by 62.9 per cent and stood at 29,024. (The figure in 1933-1934 had stood at 17,817).

Everywhere schools were being set up with teaching in one, two or more languages, a clear testimony to the untiring implementation of the Communist Party's Lenin policy on the wiping-out of the state of cultural backwardness which the nationalities of the Soviet Union had inherited from Czarist times. At the same time, intensive work continued in the Republic on the wiping-out of illiteracy among the adult population.

-
- (1) Resolutions and decisions of congresses of the Communist Party of Uzbekistan, page 336.
 - (2) Statistics of the Planning and Finance Department of the Ministry of Education of Uzbek SSR, documents on the budget.
 - (3) op cit., additional count with breakdown by nationality.

During the 1937-1938 and 1938-1939 school years, the schools for adults dealt with six hundred to seven hundred thousand illiterates and approximately four hundred thousand next-to-illiterates, a considerable proportion of those going through the schools being women.

The rates at which illiteracy was wiped out are clearly shown by the following statistics on the increase of literacy among the population of the Republic(1), the figures being the percentage of literates aged from 9 to 49.

Years :	1897	1914	1926	1928	1930	1932	1934	1939	1959	1970
Total	3.1	2	11.6	18.2	27.3	52	61	78.7	98.1	99.7
of which :										
Men	5.6	-	15.3	-	-	-	-	83.6	99.0	99.8
Women	1.2	-	7.3	-	-	-	-	73.3	97.3	99.6

Of great significance for the improvement of what was being done in schools everywhere, including those in the Uzbek SSR, was the resolution of the Central Committee of the Union Communist Party (Bolshevik) of 12 February 1933 "on school books for primary and secondary schools".

The People's Commissariat for Education of the Uzbek SSR, the Education Department, the Institute for Pedagogic Research and the Teacher Training Institute, with the participation of all sections of the public concerned in pedagogic research and teaching, worked intensively on the formulation of new curricula for the schools, on the production of schoolbooks, visual teaching aids and textbooks on methods, on putting the system of teaching to rights and thereby improving the level of teaching and education and the work on methods in the schools and ensuring the upgrading of teachers' mastery of their profession.

The publishing houses of the Republic, guided by the resolution of the Central Committee of the Communist Party of Uzbekistan "on schoolbooks for primary and secondary schools" in these years brought out hundreds of schoolbooks and textbooks in the languages of the peoples of the country in editions amounting to millions of copies.

The Pedagogic Institute of the People's Commissariat for Education of the Uzbek SSR brought out a number of textbooks on methods of teaching the Uzbek and Russian languages, on methods of organising excursions and pre-school education and the organisation of work on methods among teachers.

(1) For 1897, 1926, 1959 and 1970, data from the Central Statistical Department of the USSR, education, science and culture in the USSR, Moscow, "Statistics", 1971, p. 21 for 1914, 1928, 1930, 1932, 1934, the development of the economy and culture of Uzbekistan, Tashkent, "Science", 1957, pp. 232-234.

Criteria were worked out for the assessment of the level of knowledge of pupils in Uzbek schools in subjects figuring in the curriculum.

Arrangements were made for the regular issue of literary classics to schools. At the beginning of the 1938-1939 school year, there were 1,845 libraries in the country's schools(1).

As a result of the measures taken, many progressive teaching teams achieved definite successes in the conduct of lessons and the organising of out-of-school activities.

A step of fundamental importance for the development of the national culture of the peoples of the Soviet Union, including that of the Uzbek people, for the international education of the masses and the consolidation of friendship between the peoples was the resolution of the Central Committee of the Union Communist Party (Bolshevik) and of the Council of People's Commissars of the USSR on the study of the Russian language in the schools of the national republics (March 1938). A radical re-modelling of the teaching of Russian in the schools of the Republic was undertaken ; the number of hours allotted by the curriculum to studying Russian was considerably increased, Russian-language syllabuses and schoolbooks were reviewed and improved and plans were expanded for the training of Russian-language teachers in universities and higher teacher training colleges. Measures were also taken to improve the guiding of the work of those teaching Russian in the matter of methods. All this had a positive influence not only on the organisation of the teaching of Russian in local schools, but also on the teaching of the local language and other subjects of the curriculum.

A further step which made a great contribution to the further development of the culture of the Uzbek people and the strengthening of the general education school system was the transliteration of Uzbek literature into Russian script to meet the wishes of the working people of the Republic ; this was completed in 1940. The new Uzbek alphabet in Russian script showed itself to be one of the most powerful stimuli for the further expansion and development of the literature and the whole culture of the Uzbek SSR. At the same time, this act of importance for the history of culture laid a firm foundation for still further consolidation and development of links between the nationalities and of friendship between the Uzbek people and the Russian people and other peoples of our Socialist mother country.

(1) Report by the Ministry of Education on the 1938-1939 school year, page 86.

The XVIIIth Congress of the Union Communist Party (Bolshevik) in 1939 took note of the successes achieved in the field of education and of the achievement of universal primary education in the languages of the peoples of the USSR and the increase in the numbers of schools of all levels and the numbers of those attending them. At the same time, the Congress announced the gigantic task of making educated people out of all the workers and peasants.

In the Uzbek SSR, the increase in the numbers of those attending primary and secondary schools was fixed at 55 to 70 per cent (1). And this aim for national education was successfully realised, as is shown in the tables 6, 7 and 8 (see Annex).

In 1940, the Uzbek SSR school network was divided into districts. As a consequence of this most important State measure, the overwhelming majority of children (95 per cent) now had a real possibility of attending not only primary but also seven-year schools ; the secondary-school network was also put in order.

The plans for the building of socialism laid down by the XVIIIth Congress of the Communist Party were interrupted by the treacherous attack launched by Fascist Germany on our Socialist mother country.

The war created a number of most complex problems for the bodies concerned with education. However, the difficulties of war-time conditions did not break the will of those working in the education system who, under the constant care of the Party and the Government, continued to struggle to ensure that all children were embraced by the system. With this in view, a considerable expansion was undertaken of the network of schools for the children of the workers and rural populations.

The restoration and further development of the general education school system and the achievement of universal education in the post-war years 1946-1958 involved, to an even greater extent, finding solutions for complex problems connected with the national economy and were the subject of directives of the congresses of the Communist Party of the Soviet Union and the Communist Party of Uzbekistan and also resolutions of the Central Committee of the Communist Party of the Soviet Union and the Council of Ministers of the USSR, the Central Committee of the Communist Party of Uzbekistan and the Government of the Republic, aimed at achieving universal education, an expansion in the amount of school building and the training of teaching staffs as well as the improvement of standards in teaching and educational work.

(1) F.F. Korolov, V.I. Lenin and Pedagogics, Moscow, "Pedagogics", 1971, pp.283-284.

The school network had been restored by the beginning of the 1949-1950 school year and continued to grow and improve in the years that followed. The increase in the numbers of those attending school was stabilised. In the 1958-1959 school year, the numbers of those attending primary school was 757,038, pupils in V-VIII classes numbering 349,172 and those in VIII-X classes 199,118.

In this manner, the bodies concerned with education succeeded not only in restoring the pre-war levels in respect of universal education, but in ensuring its further development. The number of teachers in the post-war period went up from 38,882 to 75,254, i.e. almost doubling, while the numbers of women teachers went up by more than double. The numbers of teachers with higher education in 1958-1959 was 20,233 as against 2,936 in 1940-1941.

As from 1959, in all the Union Republics, including Uzbekistan, general seven-year schooling was brought in, and the XXIVth Congress of the Communist Party of the Soviet Union laid on the bodies concerned with education the most important social task of completing the transition to general secondary education by the end of the ninth five-year period, i.e. by 1975. In the Uzbek SSR, this is being successfully carried out. Our Soviet country does not begrudge resources for education and thanks to this profound care every year millions of schoolchildren are sitting at their desks in newly-constructed schools erected to modern design.

Teaching and material resources for education in the Uzbek SSR are being expanded and renewed, which is evidenced by the massive school building programmes and the supply of equipment to meet the demands of the present day. There is a considerable increase in the secondary-school network, at the price of closing down primary schools. These steps are being taken for the purpose of improving the economic and pedagogic effectiveness of conditions of work in the schools of the Republic ; this ensures fuller use of classrooms, assists in the creation of big creative teaching teams and facilitates the use of laboratory equipment.

Much attention is being paid in the Republic to the further improvement of the conditions for the teaching and education of children. With every year that passes there is an increase in the numbers of those attending evening schools and groups, in the numbers of those in boarding schools, etc., etc..

In Uzbekistan, in the present school year 1974-1975, 7,189 schools of all types are operating, with 3,469,027 pupils ; more than 619,200 children are embraced by the pre-school system ; a broad network of out-of-school institutions has been set up, including pioneer palaces and homes, out-posts for young naturalists, tourist and pioneer camps and sporting facilities.

Approximately 200,000 teachers are at work in the schools, pre-school and out-of-school institutions of the Republic. It has 42 institutes of higher learning, 178 technical schools, more than 180 colleges, and many other educational establishments and various courses.

In the Academy of Sciences of the Uzbek SSR and in more than 194 research institutes, design offices, planning organisations and institutes of higher learning more than 650 doctors of science and 27,000 scientific workers are at work. The Republic has further a widely-ramified network of institutions for cultural enlightenment.

In the light of the general prospects for the building of Communism in Uzbekistan, the XXIVth Congress of the Communist Party of the Soviet Union and the XVIIIth Congress of the Communist Party of Uzbekistan worked out guidelines for the development of education, science and culture. Thus, in 1975, approximately 192,000 experts will graduate from institutions of higher learning in the Republic, that is 53 per cent more than in the preceding five-year period and in the same year 235,000 experts with secondary education will enter upon practical work, which means 50 per cent more than in the preceding five-year period. There will be a considerable expansion of the system of vocational and technical education, resulting in the training of 247,000 skilled workers. There will be a strengthening of the teaching and material resources of all schools with increased supplies to them of modern teaching equipment and aids to methods. The transition to universal secondary education will be completed and the content, form and methods of teaching will be further improved. By 1975, according to the calculations of the Ministry of Education of the Uzbek SSR, the network of primary, seven-year and secondary schools will embrace 7,335 establishments (excluding schools under other Departments), and the total of those receiving schooling in schools for general education will stand at 3,542,000. Evening schools and groups will be taking care of more than 438,600 pupils. Those leaving after class VIII will number 347,000 as against 235,000 in 1971, while those leaving after class X in schools for general education will number 223,000, which is 76,000 more than in 1971. There will be a considerable increase in the numbers of those in boarding schools and schools for young working people. By 1975, their numbers will total 196,000 compared with 162,000 in 1971.

Thus, as we look back on all that has been done by our country as a whole and Uzbekistan in particular for the development of education, we see again the four stages it has passed through.

The first stage is characterised by the struggle for the wiping-out of illiteracy in the Republic and the establishment of the new Soviet system of education.

The second stage begins in the thirties, when the Central Committee of the Communist Party of Uzbekistan and the Council of People's Commissars of the Republic, in accordance with the directives of the XVIth Congress of the Party, decided on bringing in, as from the 1930-1931 school year, universal compulsory primary education. This most important political step determined what was to be the future of the development of schooling and marked a new historic milestone in the development of school education in the Republic which was now blessed with genuinely Socialist rates of advance and dimensions.

The third stage is characterised by the further raising of the educational standards of the school children and young people, thanks to the bringing-in of seven-year and later eight-year schooling.

And now finally the fourth stage, universal secondary education, a new lofty flight of the Soviet education system.

It has been the special care of our Party, during this time, to bring the previously backward colonial and semi-colonial peoples up to standard in the matter economics and culture. The unceasing endeavours of the Central Committee of the Communist Party of the Soviet Union to put into practice the Lenin policy on nationalities has created favourable conditions and possibilities for developing education in the republics of Central Asia, in Kazakhstan and in other previously backward outskirts of the former Czarist Russia at ever-increasing rates. Indeed, while the second stage, the introduction of universal compulsory primary education proceeded in the RSFSR and in the Uzbek SSR at an interval of approximately five years, which was significantly cut down during the third stage, now the fourth stage, the transition to universal secondary education, is proceeding simultaneously.

What is being done in the matter of economic and cultural construction in the Soviet Union and the plans and prospects for the improvement of the Soviet system of national education is the subject of growing world-wide interest and it is natural that the experience of the Country of the Soviets, which has staged a broad advance on all educational fronts, achieved a high level of education and culture for its whole population and afforded those

of various nationalities equal possibilities for receiving education in their own mother tongue, irrespective of sex, religious convictions and social connections, should, as it does, not fail to interest the peoples of many countries of the world.

We have pleasure in sharing our experiences in the matter of bringing universal literacy to our people and we hope that the present seminar held on the initiative of the International Institute for Educational Planning will contribute its mite to the great work of bringing education to the whole population.

ANNEXE I / ANNEX I

Résultats du développement de l'Instruction publique dans la R.S.S. d'Ouzbékistan pour les années 1924-74
Development of national education in the Uzbek SSR 1924-74

	Compte rendu/1924(actual)			1974 (Plan)		
	Ville/ Urban	Village/ Rural	Total/ Total	Ville/ Urban	Village/ Rural	Total/ Total
1. Etablissements préscolaires pour enfants/ pre-school establishments						
chiffre global/Total						
Réseau/Number of establishments			14	1 666	2 797	4 463
Effectif/number of pupils			881	31 322	30 418	617.4
Jardins d'enfants/of which kindergartens						
Réseau/number of kindergartens						
Crèches - jardins d'enfants/nursery-schools, number of children						
Crèches - réseau/nursery, number of schools				213	61	274
Effectif/number of children				22 061	3 923	25 984
Crèches- réseau/nursery, number of schools						
Effectif/number of children						
Réseau (Kolkhozes)/number of such schools in kolkhozes					1 562	1 562
Effectif/number of children attending kolkhozes				-	198.0	198.0
2. Ecoles d'enseignement de jour/ day-schools, general education						
chiffre global/Total	868	40	908	1 159	5 005	7 164
Ecoles primaires/of which : primary		638	868	12	674	686
de 3 ans/8-year		2	16	151	2 260	2 411
secondaire/secondary		-	24	952	3 049	4 001
autres écoles/other		-	-	44	22	66
Effectifs des élèves/number of pupils	40.92	31.62	75.54	1 023.79	2 435.31	3 459.1
3. Ecoles du soir pour la jeunesse ouvrière/ Evening schools for young workers						
Réseau/number of schools				356	92	448
Effectifs/number of those attending		-	1.6	121.9	65.1	187.0
4. Promotion/School-leavers						
de la classe de 8ème/after 8 classes				110.6	226.5	3 371
Ayant suivi les cours de jour/ of which : from day-school				99.6	224.7	3 243
Ayant suivi les cours du soir/from evening school				11.0	1.8	12.8
de la classe de 10ème/after 10 classes				91.3	149.9	241.2
Cours de jour/of which : from day-school				58.3	143.8	202.1
Cours du soir/from evening-school				33.0	6.1	39.1
IV. Etablissements extrascolaires/ Out-of-school establishments						
Réseau/Number			-			466
V. Ecoles de musique/Schools of music (7-year)						
Réseau/number of schools						199
Effectif/number of pupils						503
VI. Vours pédagogiques/higher teacher's training colleges						
Réseau/number of schools						14
Effectifs/number of students			2.9			64 425
Cadres pédagogiques/Scientific teaching staff						2 917
VII. Etablissements pédagogiques/Teachers' training colleges						
Réseau/number of colleges						32
Effectifs/Number of students			3.7			18 961
Cadres pédagogiques/Scientific teaching staffs						1 424
Enseignants, Educateurs, moniteurs de pionniers, des écoles de jour de toutes sortes(inclus les écoles pour enfants déficients/Teachers, educators and pioneer-leaders in day schools of all types (incl. schools for handicapped children)	1 868	880	2 748	56.1	140.1	196.2
dans l'enseignement supérieur/ of which : having higher education				39.5	86.2	125.71
le chiffre global des femmes enseignantes/ of the whole total : women-teachers				40.2	52.0	92 244
les professeurs d'éducation physique/ of which: teachers of physical culture				2 093	5 505	7 598
Ens. supérieur/with higher education				1 449	2 232	3 681
Réseau/number of schools			11			

Tableau 1. Dynamique de la croissance du réseau scolaire en Ouzbékistan pour les années 1924-25 à 1928-29(1)
 Table 1. Rate of increase in numbers of schools in Uzbekistan between 1924/25 and 1928/29(1)

Années scolaires/ School year	des écoles de tous types/schools of all types	Chiffre global par République/ Total for republic			Dont le réseau des Kichlaks/ of which : village network			
		dont/of which			des écoles de tous types/schools of all types		dont/of which	
		Primaires/ Primary	de 7 ans secondaires incomplètes/ 7-year (incomplete secondary)	Secondaires/ Secondary			Primaires/ Primary	de 7 ans secondaires incomplètes/ 7-year (incomplete secondary)
1924-25 ^(x)	908	868	16	24	640	638	2	
1928-29	2 320	2 199	83	38	1 898	1 880	17	1
% de croissance/ Increase in growth rate	155,5	153,0	418,7	58,3	196,6	194,7	750,0	

(1) Archives de l'Institut de recherches scientifiques et pédagogiques d'Ouzbekistan, Inventaire n° 1, archive 4032.

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule I, section 4032.

(x) Pourcentage de l'accroissement du réseau scolaire par année ; l'année 1924-25 servant de point de départ.

(x) Base year : 1924-25 school year.

Tatleau 2. Dynamique de l'accroissement des élèves dans les écoles Ouzbeks pour les années 1924-25 et 1928-29
(par milliers) (1)

Table 2. Rate of increase in number of pupils in Uzbek schools between 1924-25 and 1928-29 (thousands)(1)

Années scolaires/ School year	Effectif des élèves dans les écoles de tous types/ No. of pupils in sch. of all types	dans les écoles/of which in schools of type:			Effectif des élèves dans les écoles de tous types/ No. of pupils in sch. of all types	dans les écoles/of which in schools of type:		
		Primaires/ Primary	de 7 ans/ 7-year	Secondaires/ Secondary		Primaires/ Primary	de 7 ans/ 7-year	Secondaires/ Secondary
1924-25 ^(x)	75,5	56,5	7,4	11,6	31,6	30,7	0,9	
	100 %	100 %	100 %	100 %	100 %	100 %	100 %	
1928-29	167,9	123,7	22,7	21,5	83,8	81,0	2,4	0,4
% de croissance/ Increase in growth rate	122,4	116,6	206,7	85,7	165,2	164,2	166,7	-

(1) Archives de l'Institut de recherches scientifiques et pédagogiques en Ouzbékistan, Inventaire n° 1, archive n° 4032

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule I, section 4032

(x) Pourcentage de l'accroissement des effectifs scolaires des écoles par année ; l'année 1924-25 servant de point de départ

(x) Base year : 1924-25 school year.

Tableau 3. Dynamique de l'accroissement des élèves des écoles en Ouzbékistan pour les années 1924-25 et 1928-29 par groupes de classes séparées (par milliers) (1) (sans les écoles des autres ministères, services et autres écoles)

Table 3. Increase in numbers of pupils in Uzbek schools between 1924-25 and 1928-29, breakdown by groups of classes (thousands) (1) (excluding schools under other ministries and departments and other schools)

Années scolaires/ School-year	des élèves des écoles prim., de 7 ans et sec. (sans les élèves des au- tres écoles)/ Pupils in pri- mary, 7-year and second, schools (excl. "other" schools)	par groupes de classes/in groups of classes below			des élèves des écoles prim., de 7 ans et secondaires/ Pupils in primary, 7- year and sec. schools	par groupes de classes/in groups of classes below		
		1ère-4ème classes/ 1st-4th classes	5ème-7ème classes/ 5th-7th classes	8ème-10ème classes/ 8th-10th classes		1ère-4ème classes et adolescents/ 1st to 4th classes and juveniles	5ème-7ème classes/ 5th-7th classes	8ème-10ème classes/ 8th-10th classes
1924-25 ^(x)	75,5 100 %	67,1 100 %	7,0 100 %	1,4 100 %	31,6 100 %	31,1 100 %	0,5 100 %	
1928-29	166,6	152,1	12,5	2,0	83,8	83,4	0,4	
% de croissance/ Increase in growth rate	120,7	126,7	78,6	42,8	165,2	168,2	20,0	

(1) Archives de l'Institut de Recherches scientifiques et pédagogiques d'Ouzbekistan, Inventaire n° 1, arc. n° 4032

(1) Archives of the Uzbek Educational Scientific Research Institute, Schedule I, section 4032

(x) Dynamique de l'accroissement des élèves dans les écoles par groupes de classes, (l'année 1924-25 servant de point de départ).

(x) Base year : 1924-24 school year.

Tableau 4. Réseau scolaire en Ouzbékistan (les autres écoles incluses) de 1938 à 1941 (1)
Table 4. School network, Uzbekistan (included "other" schools) 1938-1941 (1)

Années scolaires/ School-year	Ecoles de tous genres/ Schools of all types		Par type d'écoles/By type of school					
	chiffre global/ Total	dans les kichlaks/ village network	Primaires (1er degré)/ Primary(1st level)		de 7 ans(sec. incomplète) 7-year(incompl. secondary)		Sec. 2ème degré/ Secondary 2nd level	
			chiffre global/ Total	dans les kichlaks/ village network	chiffre global/ Total	dans les kichlaks/ village network	chiffre global/ Total	dans les kichlaks/ village network
1938-39 ^(x)	4 684	4 203	3 106	2 876	1 376	1 199	292	128
1940-41	4 838	4 322	2 670	2 553	1 678	1 506	490	263
% de croissance % increase	13,3	+2,8	-14,0	12,0	+21,9	+25,6	+67,8	+105,5

(1) Archives scientifiques de l'Institut de recherches scientifiques et pédagogiques en Ouzbékistan, inventaire n° 1, archives n° 4033.

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule 1, section 4033.

(x) Accroissement du réseau scolaire dans les pourcentages, (l'année 1938-39 servant de point de départ).

(x) Base-year : 1938-39 School-year.

Remarque : D'après les données du C. U. Y. ¹ rattaché au Conseil des Ministres de l'URSS, le réseau scolaire dans chaque république pour l'année scolaire 1940-41 était de 4.931, dont 2.722 écoles primaires, 1.702 écoles de 7 ans, 498 écoles secondaires et 9 écoles pour anormaux (les écoles du Ministère de l'Instruction publique de la R.S.S. d'Ouzbékistan, l'administration des établissements scolaires des chemins de fer d'Asie centrale et autres services sont inclus dans ce réseau). U. C. Y. d'URSS, Instruction publique, Science et Culture de l'URSS, édition Statistique, M, 1971, p. 55.

Note : Figures of Central Statistical Department of Council of Ministers of USSR put the number of schools in the republic in the 1940-41 school year at 4,931, of which : primary 2,722, incomplete secondary 1,702, secondary 498, schools for handicapped children 9 (the network includes the schools of the Ministry of Education of the Uzbek SSR, schools department of the Central Asian Railway and other departments). Central Statistical Institute of the USSR, USSR national education, science and culture, published by "Statistics", Moscow, 1971, p. 55.

¹ C. U. Y. Office central de statistiques/Central statistical Department.

Tableau 5. Dynamique de la croissance des enseignants dans les écoles primaires, de 7 ans et secondaires en Ouzbékistan pour les années 1924/25 à 1928/29(1)

Table 5. Rate of increase in numbers of teachers in primary, 7-year and secondary schools in Uzbekistan 1924/25-1928/29(1)

Années scolaires/ School-year	Total des enseignants ds toutes les écoles/ Total number of teachers in all schools	dans les écoles/ of which in schools of type				Effectif global des ens. ds les kiohlaks/ Total numb. of teachers in village schools	dans les écoles of which in schools of type		
		Primaires/ primary	de 7 ans/ 7-year	Secondaires/ Secondary	Dans les autres écoles/ "other"		Primaires/ primary	de 7 ans/ 7-year	Second./ Second- ary
1924-25 ^(x)	2 748	1 949	283	514	2	880	853	27	-
% de croissance/ % increase	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	
1928-29	6 308	4 377	1 067	803	61	2 917	2 777	104	36
% de croissance/ % increase	129,5	124,6	277,0	56,1	2 950,0	231,5	225,5	284,2	-

(1) Archives de l'Institut de recherches scientifiques et pédagogiques en Ouzbékistan. Inventaire I, archive n° 4032.

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule I, section 4032.

(x) Dynamique de l'accroissement des enseignants (l'année 1924-25 servant de point de départ).

(x) Base-Year : 1924-25 school year.

seau 6(a). Dynamique de l'accroissement du réseau scolaire en Ouzbékistan (les autres écoles incluses)
durant le 1er plan (1930-1931)(1)

le 6(a). Rate of increase in numbers of schools in Ugbakistan (incl. "other" schools)
during the period of the First Five-Year Plan (1930-1931)(1)

Années scolaires/ School-year	Ecoles de tous types/Schools of all types		Par types d'écoles/Breakdown by type of school					
	Chiffre global/ Total	Dans les Kichlaks/Village schools	Primaires(1 ^{er} degré)/ Primary (1st level)		De 7 ans secondaires incomplètes/ 7-year (incomplete secondary)		Secondaire (2 ^e degré) Secondary (2nd level)	
			Chiffre global/ Total	Dans les Kichlaks/ vill.schls.	Chiffres global/ Total	Dans les Kichlaks/ Village schools	Chiffres global/ Total	Dans les Kichlaks/ vill.schls.
1930-31	5 038	4 568	4 861	4 502	170	66	7	-
taux de croissance/ Increase	85,2	99,2	85,4	98,8	77,1	153,8		

(b). Le réseau scolaire en Ouzbékistan (les autres écoles incluses)
en 1940-41.(1)

(b). School network in Uzbekistan (incl. "other" schools)
in 1940-1941.(1)

1940-41	4 838	4 322	2 670	2 553	1 678	1 506	490	263
taux de croissance/ Increase	13,3	+2,8	-14,0	12,0	+21,9	+25,6	+67,8	+105,5

(1) Archives scientifiques de l'Institut de recherches scientifiques et pédagogiques, Inventaire No.1 Archive 4033.

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule I, section 4033.

Tableau 7. (a) Dynamique de la croissance des élèves dans les écoles primaires, de 7 ans et secondaires en Ouzbékistan (les autres écoles incluses) pendant les années 1938-41.(1)

Table 7. (a) Rate of increase in numbers of pupils in primary, 7-year and secondary schools in Uzbekistan (incl. "other" schools), 1938-41.(1)

Années scolaires/ School year	Nombre des élèves dans les écoles de tous types/ Number of pupils in schools of all types (thousands)		dont : les élèves dans les écoles (par milliers)/ of which : number of pupils in schools of all types (in thousands)					
			Primary (1st level)/ Primaires (1er degré)		7-year (incomplete secondary)/ de 7 ans (sec. incomplètes)		Secondary (2nd level)/ Secondaires (2ème degré)	
	Chiffre global/ Total	Dans les Kichlaks/Village Schools	Chiffre global/ Total	Dans les Kichlaks/ village schls.	Chiffre global/ Total	Dans les Kichlaks/ Village schools	Chiffre global/ Total	Dans les Kichlaks/ village schls.
1938-39(2)	1 106,4	874,2	486,1	446,8	441,3	367,0	179,0	60,4
1940-41	1 263,6	982,5	380,8	349,1	563,9	486,3	318,9	147,1
% de croissance/ % increase	+14,2	+12,4	-21,7	-21,9	+22,6	+32,5	+78,1	+142,5

(b) Dynamique de l'accroissement des élèves dans les écoles primaires, de 7 ans, secondaires en Ouzbékistan (les autres écoles incluses) pendant les années 1940-41.(1)

(b) Rate of increase in numbers of pupils in primary, 7-year and secondary schools in Uzbekistan (incl. "other" schools), 1940-41.(1)

1940-41	1 263,6	982,5	380,8	349,1	563,9	486,3	318,9	147,1
% de croissance/ % increase	+14,2	+12,4	-21,7	-21,9	+22,6	+32,5	+78,1	+143,5

(c) Dynamique de l'accroissement des élèves pendant le 1er Plan dans les écoles primaires, de 7 ans et secondaires en Ouzbékistan (les autres écoles incluses).(1)

(c) Rate of increase in numbers of pupils during the first Five-Year Plan in primary, 7-year and secondary schools in Uzbekistan (including "other" schools).(1)

1930-31	364,1	182,5	297,0	253,6	60,0	8,3	6,5	-	20,6
% de croissance/ % increase	99,4	152,8	177,5	153,0	164,9	151,5	-	-	2 fois plus by II times

(1) Archives scientifiques de l'Institut de recherches scientifiques et pédagogiques, Inventaire No.1, Archive 4033.

(1) Archives of the Uzbek Educational Scientific Research Institute, Schedule I, section 4033.

(2) Dynamique de l'accroissement des élèves (l'année 1938-39 servant de point de départ)/Base year : 1938/39 school year.

(a) Remarques: après les données du 'Central Statistical Department' attaché au Conseil des Ministres de l'URSS, pour l'année 1940/41 l'effectif des élèves des écoles de la République a été de 1.261.000 'Central Statistical Department' de l'URSS, Instruction publique, science et culture de l'URSS édition "Statistique", Moscou, 1971, p. 54.

(a) Figures of the Central Statistical Department of the Council of Ministers of the USSR for the 1940/41 school-year put the numbers of pupils in the schools of the republic at 1,261,000. Cent.Stat. Dept. of the USSR, National Education, Science and Culture of the USSR, published by "Statistics", Moscow, 1971, p. 54.

(b) Dans les écoles primaires: 364.000 ; dans les écoles de 7 ans 573.000; dans les écoles secondaires 323.000; dans les écoles pour anormaux (physiques ou intellectuels) 22.000. Dans les effectifs des élèves sont inclus les élèves des écoles du Ministère de l'instruction publique, du Ministère de la Santé, de l'administration des Chemins de Fer d'Asie Centrale, effectifs qui se trouvaient sous la juridiction du Ministère de la Santé.

(b) Of whom: in primary schools 364,000, in incomplete secondary 573,000, in secondary 323,000, in schools for physically and mentally handicapped children 22,000. The total of pupils obviously includes those in schools of the Ministry of Education, the Ministry of Health and the administration of the Central Asian Railway, pupils of which were under the Ministry of Health.

Tableau 8. (a) Nombre des enseignants dans les écoles primaires, de 7 ans et secondaires en Ouzbékistan (les autres écoles incluses) pendant les années 1938-41(1)

Table 8. (a) Numbers of teachers in primary, 7-year and secondary schools in Uzbekistan (including "other" schools), 1938-41(1)

	Enseignants dans toutes les écoles/ Teachers in all schools		Dans les écoles/of which					
			Primaires/in primary schools		De 7 ans/in 7-year schools		Secondaires/in secondary schools	
	Chiffre global/ Total	Dans les Kichlaks/ Village schools	Chiffre global/ Total	Dans les Kichlaks/ Village schools	Chiffre global/ Total	Dans les Kichlaks/ Village schools	Chiffre global/ Total	Dans les Kichlaks/ Village schools
1938-39(2)	34 554	26 229	14 098	12 899	14 140	11 327	6 316	2 003
% de croissance/% inc.	100	100	100	100	100	100	100	100
1940-41	35 060	26 223	9 333	8 582	16 007	13 567	9 720	4 074
% de croissance/% inc.	+1,7	-0,03	-33,1	-33,5	+13,2	+19,8	+53,9	+103,4
(b) Nombre des enseignants dans les écoles primaires, de 7 ans et secondaires en Ouzbékistan (les autres écoles incluses) pendant les années 1940-41(1)								
(b) Numbers of teachers in primary, 7-year and secondary schools in Uzbekistan (including "other" schools), 1940-41(1)								
1940-41	35 060	26 223	9 333	8 582	16 007	13 567	9 720	4 074
% de croissance/% inc.	+1,7	-0,03	-33,1	-33,5	+13,2	+19,8	+53,9	+103,4
(c) Dynamique de l'accroissement des enseignants des écoles primaires, de 7 ans et secondaires en Ouzbékistan (les autres écoles incluses) pendant le 1er Plan(1)								
(c) Rate of increase in numbers of teachers in primary, 7-year and secondary schools in Uzbekistan (including "other" schools) during the First-year Plan(1)								
1930-31	11 767	7 522	9 094	7 154	2 438	368	235	-
% de croissance % inc.	+57,6	+108,9	+57,0	+110,7	+115,7	+117,7	-	-

(1) Archives scientifiques de l'institut de recherches scientifiques et pédagogiques, Inventaire No. 1, Archive 4033.
Archives of the Uzbek Educational Scientific Research Institute, Schedule I, section 4033.

(2) Croissance, nombre des enseignants (1'année 1938-39 servant de point de départ).
Growth rate, number of teachers (base-year: 1938-39 school-year).

Tableau 9. Dynamique de l'accroissement du réseau scolaire en Ouzbékistan pendant le second plan 1937-38
(les autres écoles incluses).(1)

Table 9. Rate of increase in number of schools (incl. "other" schools) in Uzbekistan during the Second Five-Year Plan (1937-1938).(1)

Années scolaires/ School-year	Ecoles de tous types/Schools of all types		Par types d'écoles/Breakdown by type of school					
	Chiffre global/ Total	Dans les Kichlaks/Village schools	Primaires(1 ^{er} degré) Primary (1st level)		De 7 ans(secondaires incomplètes)/ 7-year (incomplete secondary)		Secondaire (2 ^e degré) Secondary (2nd level)	
			Chiffre global/ Total	Dans les Kichlaks/ vill.schls.	Chiffre. global/ Total	Dans les Kichlaks/ Village schools	Chiffre global/ Total	Dans les Kichlaks/ vill.schls.
1937-38	4 614	4 162	3 449	3 275	989	825	176	62
% de croissance/ % increase	-21,9	-24,4	-38,1	-38,6	+231,9	+385,3	+402,8	5,2 fois plus by 5.2 times

(1) Archives scientifiques de l'Institut de recherches scientifiques et pédagogiques, Inventaire No.1, Archive 4033.

(1) Archives of the Uzbek Educational Scientific Research Institute, Schedule I, section 4033.

Tableau 10. Dynamique de l'accroissement des élèves dans les groupes séparés des classes, dans les écoles Ouzbets pendant le second plan (par milliers) (1937-38)(1)

Table 10. Rate of increase in numbers of pupils in groups of classes in the schools of Uzbekistan during the Second Five-Year Plan (1937-1938)(in thousands)(1)

Années scolaires/ School-year	Elèves des écoles primaires, Dans les groupes séparés des classes/of which in groups of classes below							
	de 7 ans, secondaires/ Number of pupils in pri-		I-IV ^e classes (inclu. les adol)/ 1-4th class (inc. juveniles)		V-VII ^e classes/5th to 7th classes		VIII-X ^e classes/ 8-10th classes	
	Chiffre global/ Total	Dans les Kichlaks/ Village schls.	Chiffre global/ Total	Dans les Kichlaks/ Village schls.	Chiffre global/ Total	Dans les Kichlaks/ Village schls.	Chiffre global/ Total	Dans les Kichlaks/ Village schls.
1937-38	931,8	724,4	506,1	463,1	311,4	233,5	114,3	27,8
% de croissance/ % increase	+ 54,5	+ 55,0	+ 3,4	+ 5,2	+254,3	+781,1	+337,8	39 fois plus by 39 times

(1) Archives scientifiques de l'Institut de recherches scientifiques et pédagogiques, Inventaire No.1, Archive 4033.

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule I, section 4033.

Tableau 11. Dynamique de l'accroissement des élèves (sans les autres écoles) dans les groupes séparés des classes dans les écoles Ouzbeks pendant le second plan par milliers (1937-38).(1)

Table 11. Rate of increase in numbers of pupils (excl. "other" schools) in groups of classes in schools in Uzbekistan during the Second Five-Year Plan (1937-1938) in thousands.(1)

Années scolaires/ School year	Elèves des écoles primaires, de 7ans et secondaires/Number of pupils in primary, 7-year and secondary schools		Dans les groupes séparés des classes/of which in classes indicated below					
	Chiffre global/ Total	Dans les Kichlaks/ Village schools	I-IV ^e classes/ 1st-4th classes		V-VII ^e classes/ 5th-7th classes		VIII-X ^e classes/ 8th-10th classes	
			Chiffre global/ Total	Dans les Kichlaks/ Village schls.	Chiffre global/ Total	Dans les Kichlaks/ Village schls.	Chiffre global/ Total	Dans les Kichlaks/ Village schls.
1937-38	917,9	712,2	782,2	635,6	125,5	75,0	10,2	1,6
% de croissance/ % increase	+61,7	+64,2	+45,2	+49,9	+351,4	+689,5	+750,0	15 fois plus/ by 15 times

(1) Archives scientifiques de l'Institut de recherches scientifiques et pédagogiques, Inventaire No.1, Archive 4033.

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule I, section 4033.

bleau 12. Dynamique de l'accroissement des élèves des 1ère, 5^e, 8^e et 10^e dans les écoles Ouzbeks pendant le second plan
 ble 12. Rate of increase in numbers of pupils in 1st, 5th, 8th and 10th classes in schools in Uzbekistan (excl. "other"
schools) during the Second Five-Year Plan.(1)

Années scolaires/ School year	Elèves dans toutes les écoles/ Number of pupils in all schools		Dans les classes séparées/of which in classes indicated below							
			Adolescents et 1ère classe/ Preparatory and 1st classes		5 ^e classe/ 5th class		8 ^e classe/ 8th class		10 ^e classe/ 10th class	
	Chiffre global/ Total	Dans les Kichlaks/ Village schools	Chiffre global/ Total	Dans les Kichlaks/ Vill.schl.	Chiffre global/ Total	Dans les Kichlaks/ Vill.schl.	Chiffre global/ Total	Dans les Kichlaks/ Vill.schl.	Chiffre global/ Total	Dans les Kichlaks/ Vill.schl.
1937-38	617 900	412 200	286 881	247 885	66 912	42 975	5 956	1 338	1 633	102
Taux de croissance/ Increase	+8,9	-5,0	+8,7	-3,0	+327,6	+898,7	+561,8			

) Archives scientifiques de l'Institut de recherches scientifiques et pédagogiques, Inventaire No.1, Archive 4033.
) Archives of the Uzbek Educational Scientific Research Institute, schedule I, section 4033.

Tableau 13. Dynamique de la croissance des enseignants dans les écoles primaires, de 7 ans et secondaires d'Ouzbékistan pendant le 2ème Plan quinquennal (les autres écoles incluses)(1)

Table 13. Rate of increase in numbers of teachers in primary, 7-year and secondary schools in Uzbekistan during the Second Five-year Plan (including "other" schools)(1)

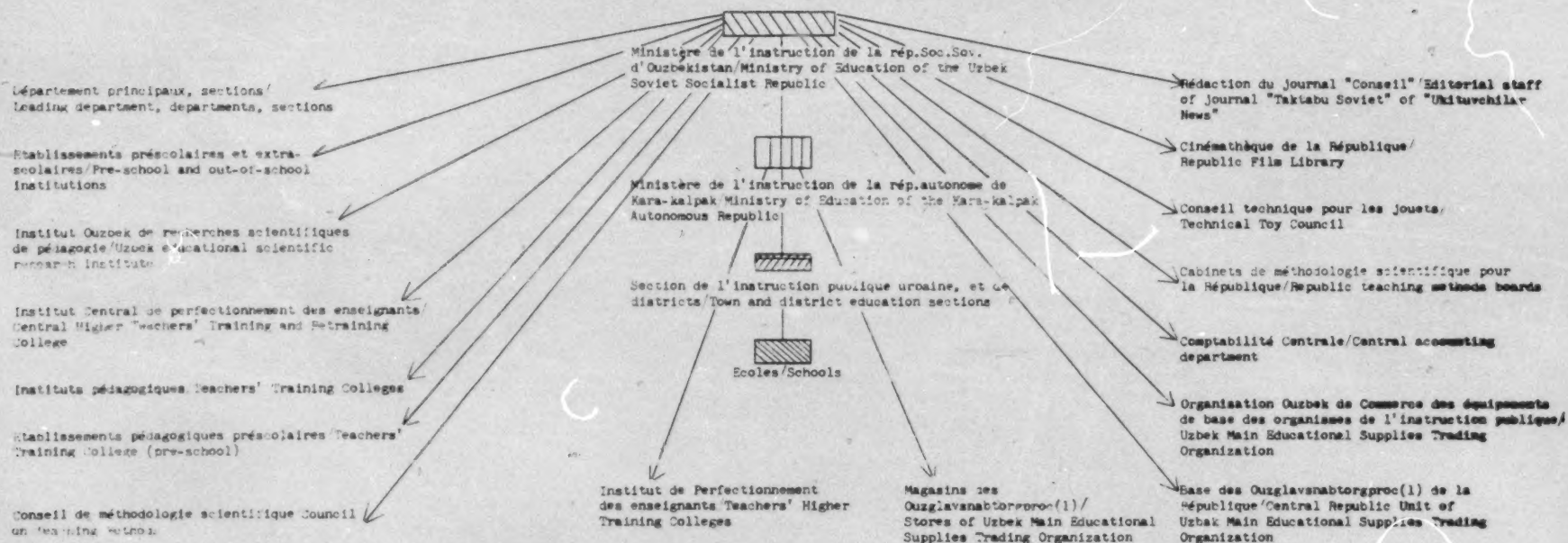
Années scolaires/ School-year	Enseignants dans les écoles/ Number of teachers in all schools		Dans les écoles/of which in schools of types below					
			Primary/primaires		de 7 ans/7-year		Secondaires/secondary	
	chiffre	dans les kichlaks/ in village-schools	chiffre global/ total	dans les kichlaks/ in village- schools	chiffre global/ total	dans les kichlaks/ in village- schools	chiffre global/ total	dans les kichlaks/ in village- schools
1937-38	29 024	21 812	14 792	13 563	10 199	7 347	4 033	902
% de croissance/ % increase	+ 62,2	+ 57,9	+ 6,4	+ 5,8	+241,7	+708,3	+332,3	50 fois plus/ by 50 times

(1) Archives de l'Institut de recherches scientifiques et pédagogiques d'Ouzbékistan, Inventaire n° 1, archive n° 4033.

(1) Archives of the Uzbek Educational Scientific Research Institute, schedule 1, section 4033.

SCHEMA DIAGRAM

Schema de la structure de l'administration de l'instruction publique en Ouzbékistan Diagram to show the structure of national education in Uzbekistan



(1) Organisation Ouzbek de commerce des équipements de base des organismes de l'instruction publique Uzbek Main Educational Supplies Trading Organization